

PRE-ASSESSMENT IDENTIFYING AND UNDERSTANDING NEW VOCABULARY WORDS

Understanding each other helps us to build healthy relationships.

Which social skill words do we need to learn more about? Vocabulary helps us to comprehend. Box each word that you do not completely understand. We will use a dictionary and a Tricky Word sheet to inquire into their meaning.

SOCIAL SKILLS	WORD LIST
Accepting Responsibility	
Taking on and completing tasks in an appropriate manner.	
Being willing to assume a share of the responsibility.	
Respecting Others	
Listening sensitively to others.	
Making decisions based on fairness and equality.	
Recognising that others' beliefs, viewpoints, religions and ideas may differ from one's own.	
Stating one's opinion without hurting others	
Cooperating	
Working cooperatively in a group.	
Being courteous to others.	
Sharing materials.	
Taking turns.	
Resolving Conflict	
Listening carefully to others.	
Compromising.	
Reacting reasonably to the situation.	
Accepting responsibility appropriately.	
Being fair.	
Group Decision-Making	
Listening to others.	
Discussing ideas.	
Asking questions.	
Working towards and obtaining consensus.	
Adopt a Variety of Group Roles	
Understanding what behaviour is appropriate in a given situation and acting accordingly.	
Being a leader in some circumstances, a follower in others.	

LEARNING TASK 1 UNDERSTANDING NEW WORDS USING A TRICKY WORD SHEET

Understanding each other helps us to build healthy relationships.

A dictionary helps us to understand the meaning. Composing our own new sentence helps us to practice using that word in a new way that makes sense to us. This is called APPLICATION.

WORD AND MEANING	COMPOSE A SENTENCE
<p>Word:</p> <p>Meaning:</p>	
<p>Word:</p> <p>Meaning:</p>	
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LEARNING TASK 1 UNDERSTANDING NEW WORDS USING A TRICKY WORD SHEET

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WORD AND MEANING	COMPOSE A SENTENCE
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LEARNING TASK 2 EXPLORING OUR UNDERSTANDING OF SOCIAL SKILLS USING DRAW-LABEL-CAPTION

Understanding each other helps us to build healthy relationships.

Reflect on how you behave with others. What do you understand about social skills?

Social Skill:	What happens when you DON'T do this?	What happens when you DO this?
Accepting Responsibility		
Taking on and completing tasks in an appropriate manner.		
Being willing to assume a share of the responsibility.		

LEARNING TASK 2 **EXPLORING OUR UNDERSTANDING OF SOCIAL SKILLS USING DRAW-LABEL-CAPTION**

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Social Skill:	What happens when you DON'T do this?	What happens when you DO this?
Respecting Others		
Listening sensitively to others.		
Making decisions based on fairness and equality.		
Recognising that others' beliefs, viewpoints, religions and ideas may differ from one's own.		
Stating one's opinion without hurting others		

LEARNING TASK 2 EXPLORING OUR UNDERSTANDING OF SOCIAL SKILLS USING DRAW-LABEL-CAPTION

Understanding each other helps us to build healthy relationships.

Reflect on how you behave with others. What do you understand about social skills?

Social Skill: Cooperating	What happens when you DON'T do this?	What happens when you DO this?
Working cooperatively in a group.		
Being courteous to others.		
Sharing materials.		
Taking turns.		

LEARNING TASK 2 EXPLORING OUR UNDERSTANDING OF SOCIAL SKILLS USING DRAW-LABEL-CAPTION

Understanding each other helps us to build healthy relationships.

Reflect on how you behave with others. What do you understand about social skills?

Social Skill:	What happens when you DON'T do this?	What happens when you DO this?
Resolving Conflict		
Listening carefully to others.		
Compromising.		
Reacting reasonably to the situation.		
Accepting responsibility appropriately.		
Being fair.		

LEARNING TASK 2 **EXPLORING OUR UNDERSTANDING OF SOCIAL SKILLS USING DRAW-LABEL-CAPTION**

Understanding each other helps us to build healthy relationships.

Reflect on how you behave with others. What do you understand about social skills?

Social Skill: Group Decision-Making	What happens when you DON'T do this?	What happens when you DO this?
Listening to others.		
Discussing ideas.		
Asking questions.		
Working towards and obtaining consensus.		

LEARNING TASK 2 EXPLORING OUR UNDERSTANDING OF SOCIAL SKILLS USING DRAW-LABEL-CAPTION

Understanding each other helps us to build healthy relationships.

Reflect on how you behave with others. What do you understand about social skills?

Social Skill:	What happens when you DON'T do this?	What happens when you DO this?
Adopting a Variety of Group Roles		
Understanding what behaviour is appropriate in a given situation and acting accordingly.		
Being a leader in some circumstances, a follower in others.		

FORMATIVE ASSESSMENT 1 REFLECTING ON OUR SOCIAL SKILLS FROM OUR DRAW-LABEL-CAPTION

Understanding each other helps us to build healthy relationships.

Which social skills do we understand and which do we need to learn more about?

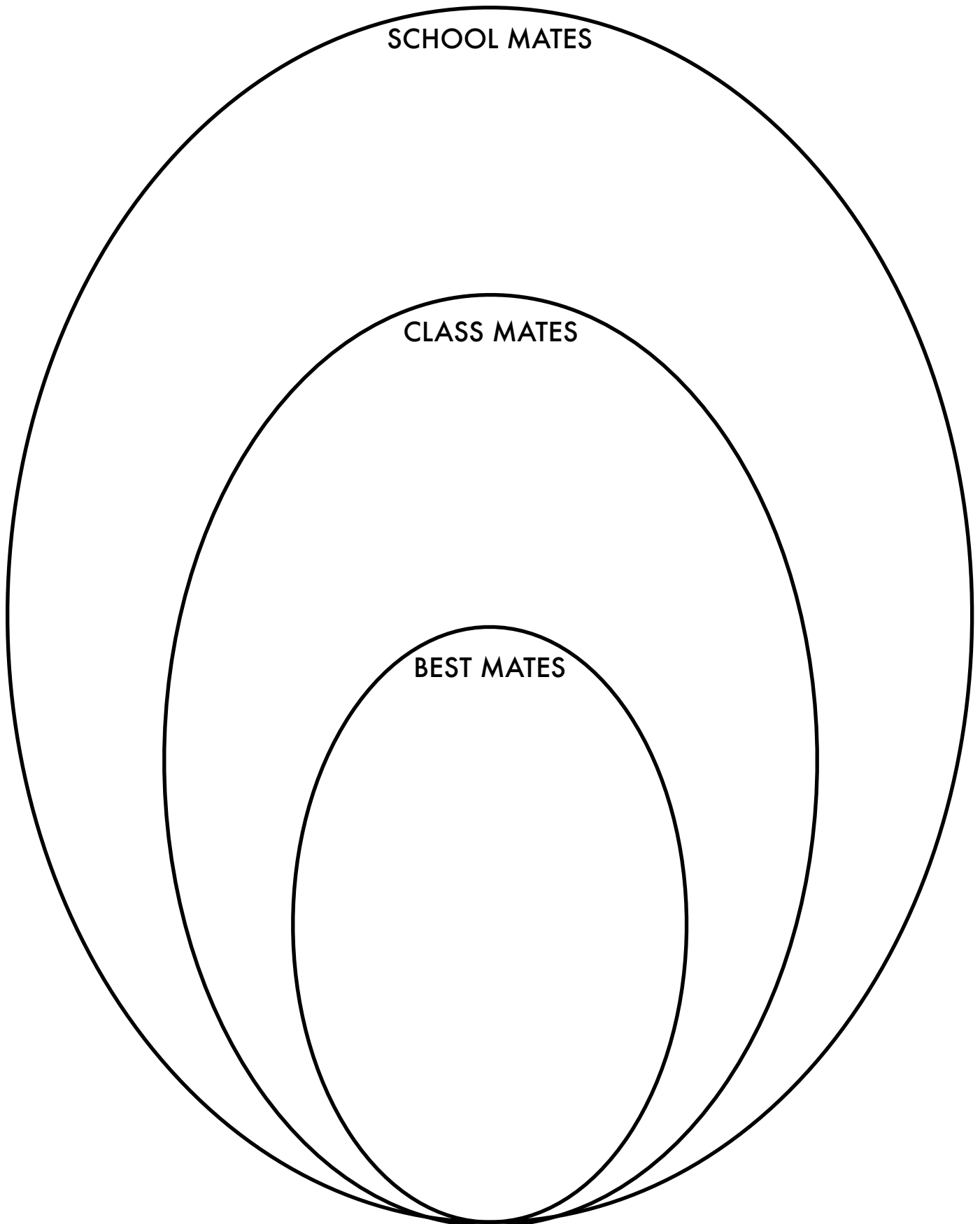
I Understand This Social Skill	Social Skills	I Need To Learn More About This Social Skill
	<p style="text-align: center;">Accepting Responsibility</p> <p>Taking on and completing tasks in an appropriate manner.</p> <p>Being willing to assume a share of the responsibility.</p>	
	<p style="text-align: center;">Respecting Others</p> <p>Listening sensitively to others.</p> <p>Making decisions based on fairness and equality.</p> <p>Recognising that others' beliefs, viewpoints, religions and ideas may differ from one's own.</p> <p>Stating one's opinion without hurting others</p>	
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	<p style="text-align: center;">Adopt a Variety of Group Roles</p> <p>Understanding what behaviour is appropriate in a given situation and acting accordingly.</p> <p>Being a leader in some circumstances, a follower in others.</p>	

LEARNING TASK 3 **THINKING ABOUT OUR FRIENDSHIP RIGHTS USING EGG MAPS**

Understanding each other helps us to build healthy relationships.

Reflect on your FRIENDS relationship with YOU:

- What do you **expect** from your friends?
- What do you **want** your friends to do for you?

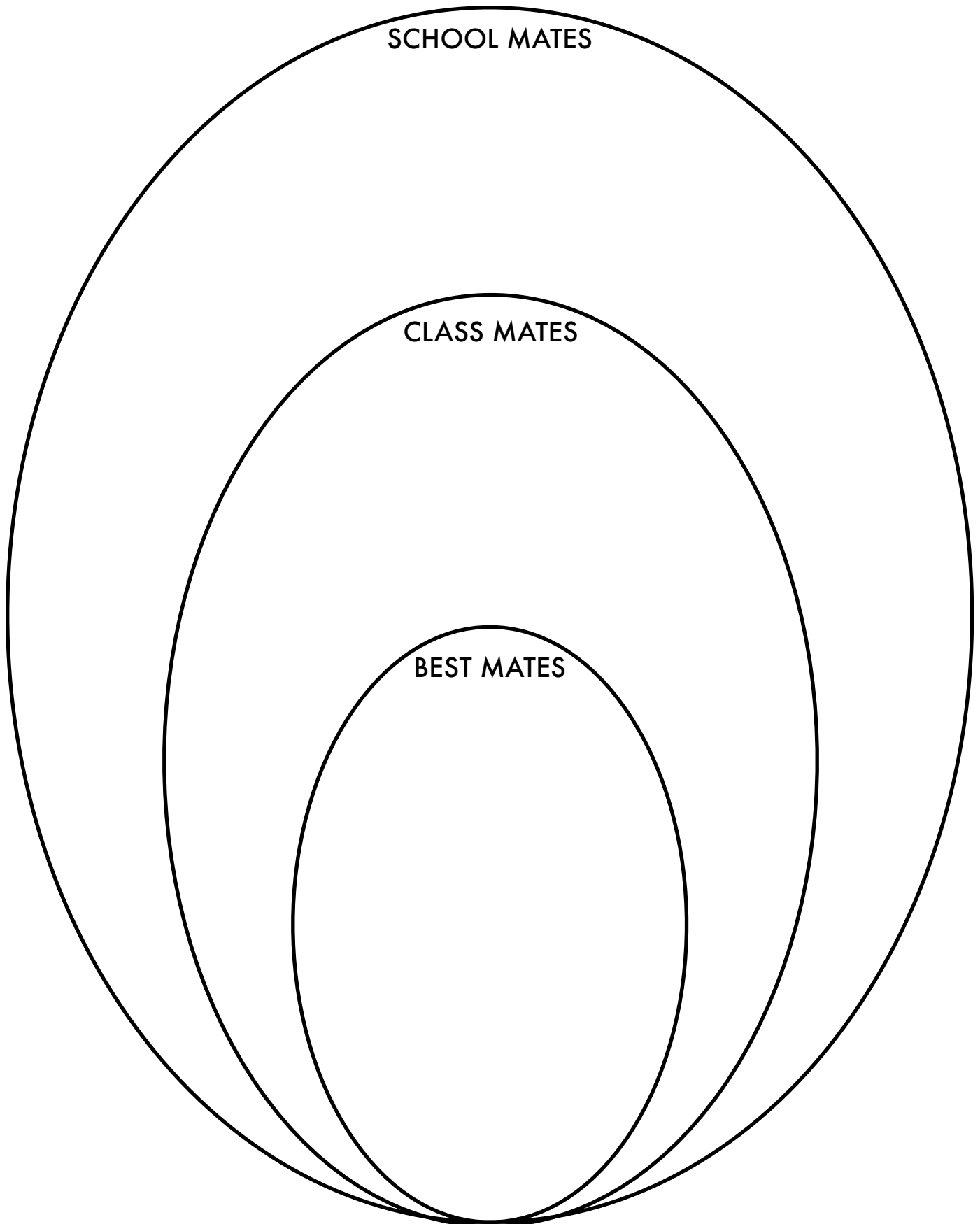


LEARNING TASK 3 THINKING ABOUT OUR FRIENDSHIP RESPONSIBILITIES USING EGG MAPS

Understanding each other helps us to build healthy relationships.

Reflect on YOUR relationship with your FRIENDS:

- What are your **responsibilities** within your friendships?
- What do you **do** for your friends?

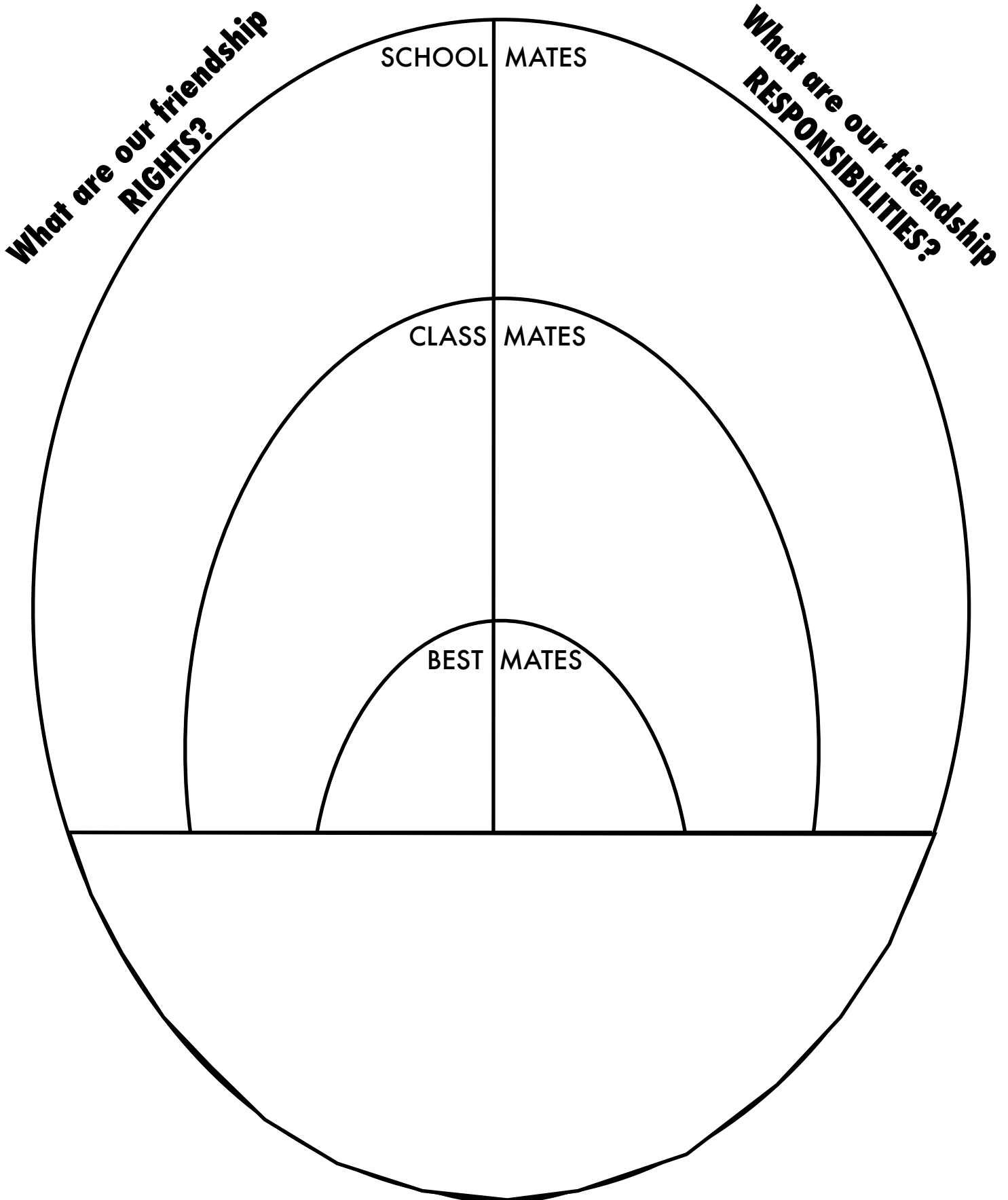


FINDING OUT
SORTING OUT

LEARNING TASK 3 SUMMARISING OUR FRIENDSHIP RIGHTS AND RESPONSIBILITIES

Understanding each other helps us to build healthy relationships.

We will read our own Egg Map RIGHTS and RESPONSIBILITIES. We will use our Group Decision-Making skill to combine our own ideas with our classmates.



LEARNING TASK 4 UNDERSTANDING ELEMENTS OF FABLES USING ANALYSIS

Understanding each other helps us to build healthy relationships.

A fable is a type of story. We can understand how a fable works by reading a fable to find the elements of this type of story. What are the unique parts of this fable?

The Grasshopper and the Ants

All summer long the grasshopper played his fiddle and sang songs. It was a pleasant way to live. Everyone enjoyed his music and he had many friends. There was plenty of food, free for the taking, in the green summer fields. The grasshopper just nibbled a little here and a little there, and then moved on.

The ants, on the other hand, worked hard all summer long collecting food and storing it in their houses.

When it began to get cold, and the snow fell, the grasshopper shivered. His stomach was empty so he went from ant house to ant house, begging for something to eat.

“While you fiddled last summer,” said the ants, “we worked hard putting grain away for the wintertime. Now we have just enough for ourselves. Let us alone. Go away.”

Poor grasshopper. He was getting hungrier and colder and was beginning to think he would starve to death. Night came and the grasshopper started sadly down the road that led away from the town where everyone had so cruelly refused him food.

Just then he passed the last house. Through the window the grasshopper saw some ants preparing for a holiday feast. Once more he knocked on the door to ask for food. This time, a friendly ant opened it and saw her summertime companion, the grasshopper. Before the grasshopper could say a word, she shouted to her family, “Look! Tonight we shall have music!” To the grasshopper she said, “Come in and play and be merry with us.”

Together they all celebrated. The ants brought out their most luscious food and the grasshopper played his sweetest music. They danced and they ate and they sang all night long. And everybody was happy.

Always prepare today for tomorrow.

LEARNING TASK 4 UNDERSTANDING ELEMENTS OF FABLES USING ANALYSIS

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LEARNING TASK 5 ANALYSING CHARACTERS OF FABLES USING A CHARACTER STUDY

Understanding each other helps us to build healthy relationships.

Who is this character? Learn why the author chose this character for this fable. Learn what the purpose of this character being in the fable.

Character Study

Name of Second Character: _____

Draw the character. Around the drawing write words to describe the character.

Best/worst thing about
the character.

Something interesting
or unusual about the
character.

Could you be friends?
Why? Why not?

LEARNING TASK 6 **CONNECTING TO CHARACTERS** **USING SIMILARITIES AND DIFFERENCES**

Understanding each other helps us to build healthy relationships.

How am I connected to this character? Investigate how you feel connected to each character in the fable. Also think about the Social Skills you have in common and that are different.

My Name:

Name of First Character:

Things unique about me.

Social Skills I have.

Things unique about this character.

Social Skills this character has.

Ways we are similar.

Social Skills we both have.

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LEARNING TASK 6 **CONNECTING TO CHARACTERS** **USING SIMILARITIES AND DIFFERENCES**

Understanding each other helps us to build healthy relationships.

How am I connected to this character? Investigate how you feel connected to each character in the fable. Also think about the Social Skills you have in common and that are different.

My Name:

Name of Second Character:

Things unique about me.

Social Skills I have.

Things unique about this character.

Social Skills this character has.

Ways we are similar.

Social Skills we both have.

Large empty rectangular box for writing responses to the prompts on the left side of the page.

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LEARNING TASK 7 **ANALYSING THE ELEMENTS OF FABLES USING COMPARE AND CONTRAST**

Understanding each other helps us to build healthy relationships.

A fable is a type of story. We can understand how a fable works by reading many fables, finding the elements of each story and comparing them. How does a fable work?

Fable 1

The Fox and the Crane

A stingy fox once invited a crane to his house for dinner. He served a delicious meal but he put it on very flat plates. The poor crane, with her long beak, could not get at the food at all. She turned her neck this way and that way but it didn't help. The food always slipped away from her beak. The fox, pretending not to see the crane's trouble, gobbled up all the food in no time. Of course, the crane was still hungry after the table had been cleared.

"Dear Miss Crane," said the fox as the crane was leaving, "I hope that you have enjoyed your meal. Let's get together soon again."

The crane nodded her head politely, but she did not reply. However, soon afterward, the crane invited the fox to her house for dinner. She, too, served a delicious meal—but in very tall, thin goblets. Of course the fox couldn't get at the food! He tried this way and he tried that way but it didn't help. His food was down at the bottom of the goblet, and no matter how he tried, he couldn't reach it. In the meantime the crane put her long beak down into her tall, thin goblet and easily ate up her meal. This time it was the fox who was still hungry after the table had been cleared.

"Dear Mr. Fox," said the crane as the fox was leaving, "I hope that you have enjoyed your meal. Let's get together soon again."

But the embarrassed fox never again called on the crane.

Treat others as you want to be treated.

LEARNING TASK 7 ANALYSING THE ELEMENTS OF FABLES USING COMPARE AND CONTRAST

Understanding each other helps us to build healthy relationships.

A fable is a type of story. We can understand how a fable works by reading many fables, finding the elements of each story and comparing them. How does a fable work?

Fable 2

The Lion and the Mouse

A huge lion sitting on the grass happened to put his foot on a tiny mouse.

"Help, help!" cried the mouse. "Let me out from under here!" And she tickled the lion's paw.

The lion lifted his foot, saw the tiny mouse, and held her up to his face.

"Grrrr," growled the lion.

"Please, Mr. Lion," begged the mouse, "don't eat me."

"Why shouldn't I?" asked the lion. "I am hungry."

"I am so little," said the mouse, "I wouldn't make much of a meal for you."

"You are right," said the lion and he put the mouse down on the ground.

"Thank you," said the mouse as she scurried away. "I'll be glad to help *you* someday."

"*You help me?*" roared the lion, laughing. "That is a joke."

Then the lion stretched out in the shade of a tree and fell asleep. But, just as he began to snore, three wolves sneaked up and threw a heavy rope around him. Before the lion had opened his eyes he was tied securely to the tree. The wolves stole what they could carry of the lion's belongings and ran away, leaving the lion still tied to the tree. No matter how hard the lion pulled, he could not get the rope off. He could not even loosen it.

"Help, help!" howled the lion. When the mouse heard his cry she ran to him.

"Don't worry, Mr. Lion," said the mouse, "I'll help you." And with her sharp teeth she bit through the heavy ropes. In no time she had set the lion free.

"Thank you so much," said the lion, and he set out after the wolves. When he caught up with them, he threw them to the ground and took back all they had stolen from him.

"And now, my dear friend," said the lion as he returned to the mouse, "you have saved my life and my fortune, too. I see that you were not at all too small to do very big deeds!"

"My pleasure," replied the mouse proudly.

Friends come in all sizes and shapes.

LEARNING TASK 7 ANALYSING THE ELEMENTS OF FABLES USING COMPARE AND CONTRAST

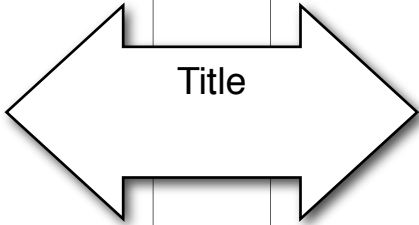
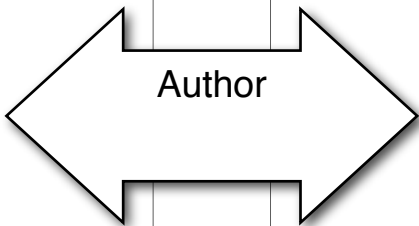
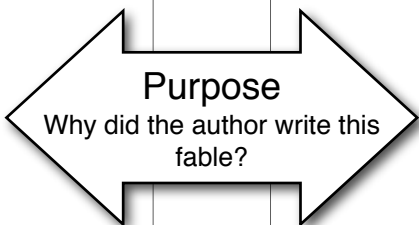
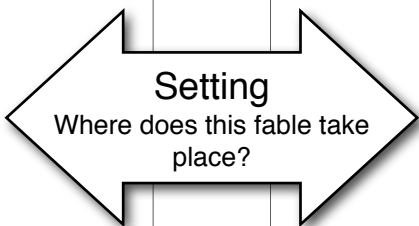
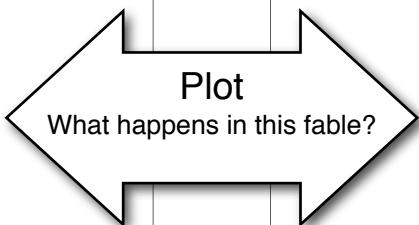
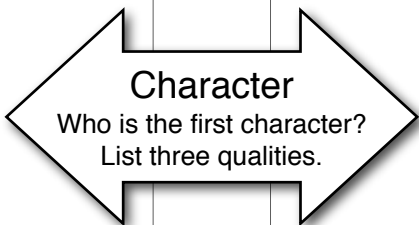
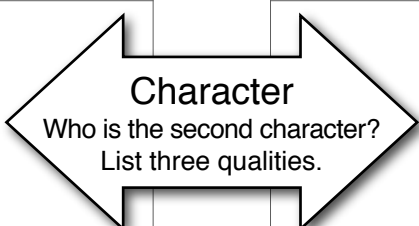
Understanding each other helps us to build healthy relationships.

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Fable 1

Elements of
Fables

Fable 2

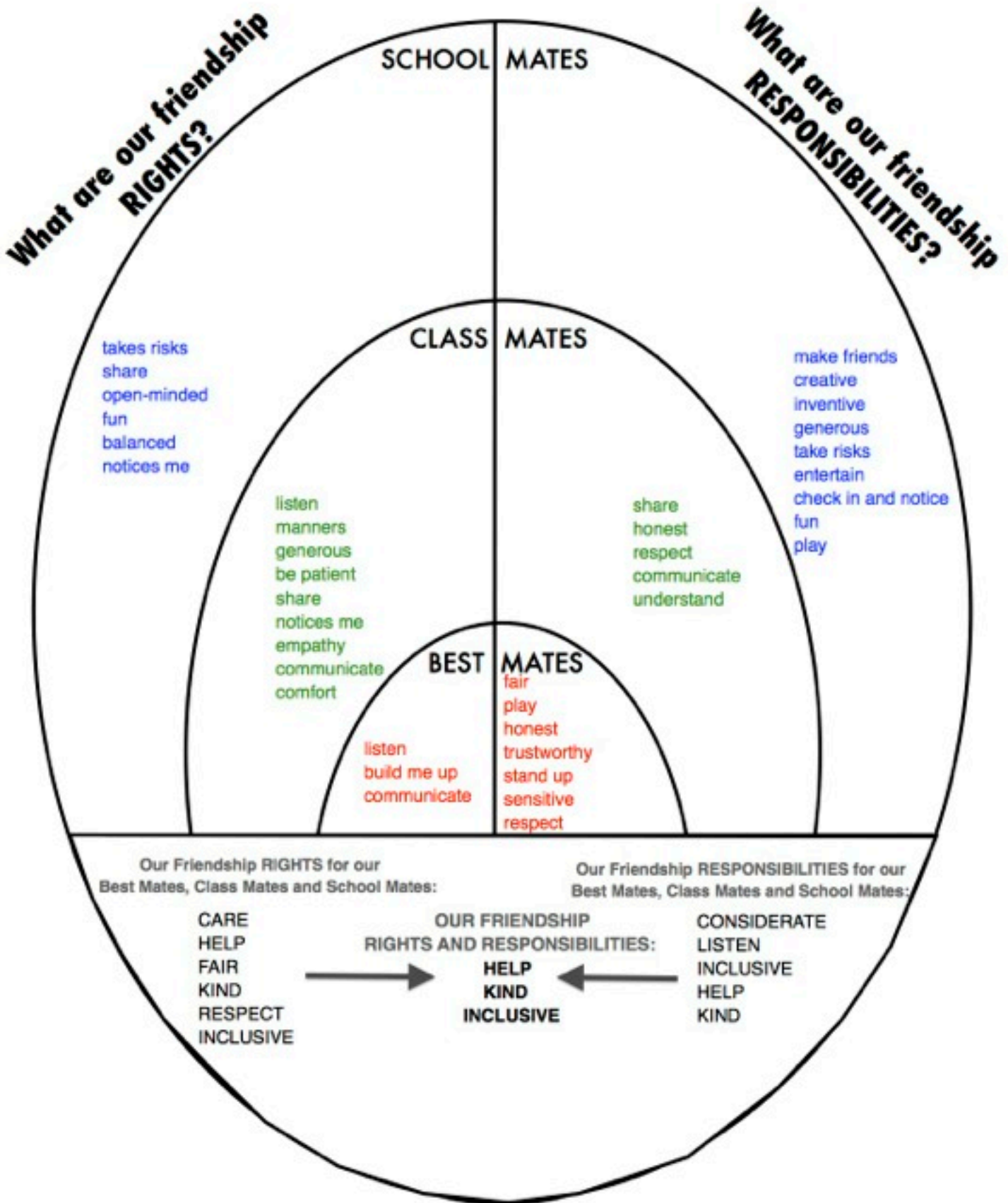
		
		
		
		
		
		
		

LEARNING TASK 8 OBSERVING OTHERS TO UNDERSTAND WHAT THEY DO TO BUILD RELATIONSHIPS

Understanding each other helps us to build healthy relationships.

You will use our Egg Map Class Summary to circle what you see happen with young children's relationships in the **playground**. Watching is called **OBSERVATION**. When you find something to watch and make notes is called **COLLECTING** and **RECORDING DATA**.

- What do others DO to make their relationships work?

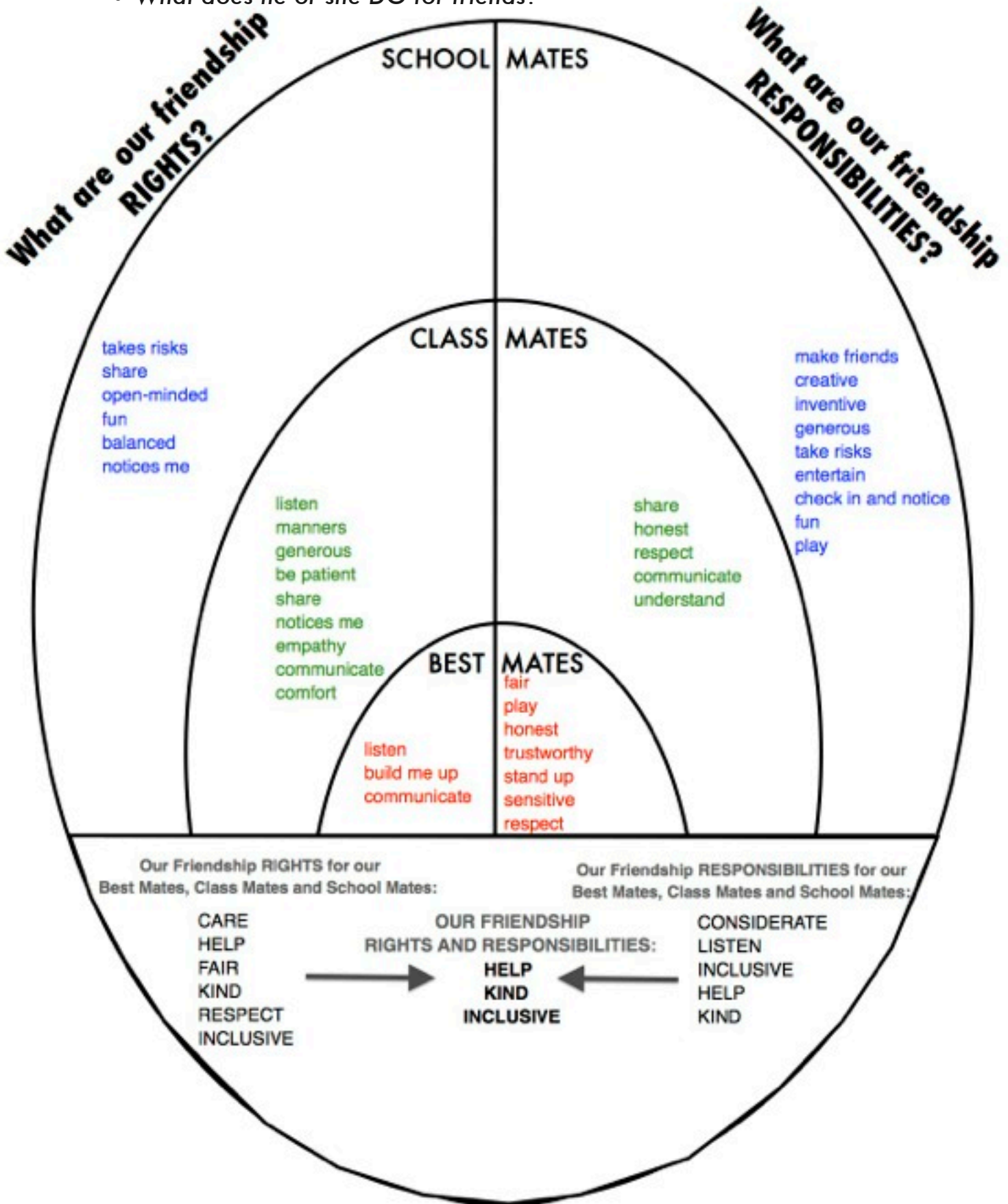


LEARNING TASK 9 OBSERVING OTHERS TO UNDERSTAND WHAT THEY DO TO BUILD RELATIONSHIPS

Understanding each other helps us to build healthy relationships.

You will collect and record notes on our Egg Map Class Summary to circle what you observe within a young child's relationships in the **classroom**.

- What does he or she EXPECT from friends?
- What does he or she DO for friends?



LEARNING TASK 10 WRITE AN ORIGINAL FABLE ABOUT OUR YEAR 1 BUDDY'S RELATIONSHIP STRATEGY

Understanding each other helps us to build healthy relationships.

Create an original fable, for your Year 1 observation buddy, about a positive strategy he or she used to build a healthy relationship. Use the Writing Process and the Traits of Writing.

Elements of Fables

Pre-Writing: My Original Fable Plan

Title Which characters are you writing about?	
Author	
Purpose What is the strategy that you observed? Why will you write this fable?	
Character Which animal best fits the Year 1 child's character? List three qualities.	
Character Which animal best fits the second or villain character? List three qualities.	
Plot What happens in this fable? What is the main problem and outcome?	
Setting Where does this fable take place?	

SUMMATIVE ASSESSMENT 1

WRITING ASSESSMENT OF MY PUBLISHED ORIGINAL FABLE

Understanding each other helps us to build healthy relationships.

Your Published Fable and our Writing Assessment will be used to assess your strengths and targets in each Trait of Writing, your use of strategies and the Writing Process.

WRITING ASSESSMENT <i>Traits Feedback For Improving Your Writing</i> Assessment during SHARING will be Formative Assessment. Assessment after PUBLISHING will be Summative Assessment.			
Name:	Paper:	Date:	
Instructions:	1. Read the paper all the way through for EACH trait.	2. Read each criteria item and write: a) Y for "yes" and score is 1 b) N for "no" and score is 0 c) S for "sort of" and score is 1/2	3. Total your total score in the space provided. Your score gives you a guide of which trait/s to focus on to improve your writing.
IDEAS <i>Interesting Things to Say</i>	WORD CHOICE <i>The Best Words For Your Ideas</i>		
<input type="checkbox"/> It all makes sense. <input type="checkbox"/> The writer knows the topic well. <input type="checkbox"/> The paper has purpose. <input type="checkbox"/> Once you start reading, you won't want to stop. <input type="checkbox"/> The writer has included interesting details not everyone would think. ___ Total Score for the Trait of IDEAS	<input type="checkbox"/> This is the best way to say this. <input type="checkbox"/> The writer's words make pictures in your mind. <input type="checkbox"/> The writer uses words that are new ways to say everyday things. <input type="checkbox"/> Some of the words linger in your mind after you read them. <input type="checkbox"/> The writer's verbs are powerful; the writer's nouns and adjectives are specific and precise. ___ Total Score for the Trait of WORD CHOICE.		
Suggested Strategies: <input type="checkbox"/> Draw - Label - Caption <input type="checkbox"/> RAFTS <input type="checkbox"/> T-Chart Connection	TIP: IDEAS are the foundation of good writing. Interesting things to say come from strong feelings and personal experiences. So if you score 3 or below here, then stop this idea and begin a new piece with a fresh and stronger idea.		
Suggested Strategies: <input type="checkbox"/> Word Blooms <input type="checkbox"/> Paint	TIP: WORD CHOICE is improved during REVISING so you can take the time to say goodbye to over-used words and collect more interesting vocabulary from texts you have read, just like those found on your Vocabulary Bookmarks.		
ORGANISATION <i>The Way It Goes Together</i>	SENTENCE FLUENCY <i>The Way It Sounds When You Read It Out Loud</i>		
<input type="checkbox"/> It starts out with a bang! <input type="checkbox"/> Everything ties together well. <input type="checkbox"/> It builds to the good parts. <input type="checkbox"/> You can follow it easily. <input type="checkbox"/> At the end it feels finished and makes you think. ___ Total Score for the Trait of ORGANISATION.	<input type="checkbox"/> The writer's sentences begin in different ways. <input type="checkbox"/> Some sentences are long; some are short. <input type="checkbox"/> It sounds good as you read it. <input type="checkbox"/> The writer's sentences have power and punch. <input type="checkbox"/> The writing flows easily from sentence to sentence. ___ Total Score for the Trait of SENTENCE FLUENCY.		
Suggested Strategies: <input type="checkbox"/> Ideas - Details - Paragraph <input type="checkbox"/> Pinpoint the (Beginning) Action <input type="checkbox"/> Story Map: Event - Transition <input type="checkbox"/> Pick and Plan an Ending	TIP: There are many different ways writing can be ORGANISED. It depends on your purpose and audience. Use our posters or worksheets that explain the parts you need to ORGANISE your particular piece.		
Suggested Strategies: <input type="checkbox"/> Word Count <input type="checkbox"/> Sentence Starters	TIP: SENTENCE FLUENCY is also improved during REVISING so you can take the time to read each sentence you wrote and re DRAFT them as needed.		
VOICE <i>Sounds Like You Talking</i>	CONVENTIONS <i>Spelling, Punctuation, Grammar, Capitals, Etc.</i>		
<input type="checkbox"/> It sounds like a real person wrote it. <input type="checkbox"/> You can tell the writer cares about the topic. <input type="checkbox"/> This is what the writer really thinks. <input type="checkbox"/> The writer wants you to read this and feel something. <input type="checkbox"/> You can tell the writer was thinking about the audience. ___ Total Score for the Trait of VOICE.	<input type="checkbox"/> The writer uses capitals correctly. <input type="checkbox"/> Periods, commas, exclamation marks and quotation marks are in the right places. <input type="checkbox"/> Almost every word is spelled correctly. <input type="checkbox"/> The writer indented each paragraph. <input type="checkbox"/> The writer's spelling, punctuation, grammar and capitalisation make the paper easy to read and understand. ___ Total Score for the Trait of CONVENTIONS.		
Suggested Strategies: <input type="checkbox"/> Tell - Show <input type="checkbox"/> Paint	TIP: Ask yourself: • Why am I writing this? • What do I think or how do I feel? • Who am I writing it for? • How do I want them to feel or what do I want them to know?		
Suggested Strategies: <input type="checkbox"/> Proof Reading	TIP: Focus on CONVENTIONS during EDITING. Do not stop during DRAFTING to check spelling. Instead, simply make your best spelling attempt, circle the word and move on immediately. During EDITING you can return to this word and check its spelling with proper time and attention.		

SUMMATIVE ASSESSMENT 2

SELF-ASSESSING MY USE OF SOCIAL SKILLS

Understanding each other helps us to build healthy relationships.

You will keep a Personal Log of your behaviour to assess how well you understand and apply the Social Skill of Adopting A Variety Of Group Roles.

Adopting A Variety Of Group Roles Understanding what behaviour is appropriate in a given situation and acting accordingly. Being a leader in some circumstances, a follower in some.	Yes 1	Sort of 0.5	No 0
When observing Year 1: I was quiet. I watched carefully. I circled what I observed.			
When attending Assembly: I listened. I kept quiet. I kept still and crossed my legs. I watched. I applauded.			
When walking to and from the classroom I was a follower or leader by walking in a straight line. I was also quiet.			
During Speed Math I was a leader by saying each sum and answer.			
During Speed Math I was a follower by watching each sum and answer for my partner. I said, "Yes" if they're answer was correct, or, "No" if they're incorrect.			
I was a leader when I used "teach not tell" to help my classmates learn new things if needed.			
I was a follower when I asked my classmates to help me learn new things.			
When I arrived at school: I unpacked my bag items. I placed ALL my items where they need to go. I packed my shoes and hat neatly. I lined up straight and quietly.			
After morning snack: I packed my shoes and hat neatly. I lined up straight and quietly.			
After lunch break: I packed my shoes and hat neatly. I lined up straight and quietly.			
After last snack: I packed my bag with my blue folder and my own items neatly. I lined up straight and quietly.			
In the playground: I played kindly. I let everyone enjoy themselves.			
TOTAL			
<p>If I scored myself 4 to 7:</p> <ul style="list-style-type: none"> • I am developing. • I am developing my understanding of this skill. • I have an adequate level of this skill. • I sometime need support. 	<p>If I scored myself 8 to 9:</p> <ul style="list-style-type: none"> • I am achieving. • I thoroughly understand this skill. • I have a high level of this skill. • I can apply this in most situations. 	<p>If I scored myself 10 to 12:</p> <ul style="list-style-type: none"> • I am excelling. • I have a deep understanding of this skill. • I am exceptional at this skill. • I readily apply this in new situations. 	

SUMMATIVE ASSESSMENT 3 REFLECTING ON MY USE OF SOCIAL SKILLS BY WRITING

Understanding each other helps us to build healthy relationships.
You will reflect on two of your social skills through writing.

Accepting Responsibility: Give reasons why it is important to accept responsibility my with best mates, class mates or school mates?

I am developing if I list my responsibilities.	I am achieving if I list responsibilities and give a reason.	I am excelling if I list responsibilities and give reasons for each. I have included a personal example.
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Group Decision-Making: Explain how you make decisions in a group in class time or on playground.

I am developing if I have listed a few steps to making decisions together.	I am achieving if I have listed each step to making decisions together.	I am excelling if I have listed each step to making decisions together and explained the benefits.
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SUMMATIVE ASSESSMENT 4 REFLECTING ON MY USE OF SOCIAL SKILLS USING D-L-C

Understanding each other helps us to build healthy relationships.

You will reflect on your understanding of two of your social skills through Draw-Label-Caption. Use your own experiences to draw yourself in the scene.

Social Skill:	What happens when you DON'T do this?	What happens when you DO this?
Respecting Others		
Cooperating		

I am developing if:	I am achieving if:	I am excelling if:
<ul style="list-style-type: none"> • I drew a relevant scene. • I labelled with details of who is in the scene. • I labelled with details of what each person is doing. 	<p>In addition to developing:</p> <ul style="list-style-type: none"> • I labelled with details of how I feel. • I labelled with details of how my friends feel. 	<p>In addition to developing and achieving:</p> <ul style="list-style-type: none"> • I wrote a caption that summarises the social skill in action.

SUMMATIVE ASSESSMENT 5 PEER ASSESSMENT OF MY SOCIAL SKILLS USING DRAMA

Understanding each other helps us to build healthy relationships.

Through Drama, you will reflect on your understanding and use of the social skill resolving conflict. Choose a Drama card to act-out how you would apply this social skill to build a healthy relationship with your friend.

<p>DRAMA CARD 1</p> <p>SCENE: Playground Four Square Court</p> <p>CONFLICT: Disagreement erupts over where the ball landed during game play.</p>	<p>DRAMA CARD 1 Yes = 1, Sort Of = 0.5, No = 0</p> <p>Our performance showed:</p> <p><input type="checkbox"/> careful listening to others.</p> <p><input type="checkbox"/> compromise.</p> <p><input type="checkbox"/> reacting reasonably to the situation.</p> <p><input type="checkbox"/> appropriate acceptance of responsibility.</p> <p><input type="checkbox"/> fairness.</p> <p><input type="checkbox"/> TOTAL</p>
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<p>DRAMA CARD 2</p> <p>SCENE: Classroom Small Group Activity</p> <p>CONFLICT: Everyone wants to be the leader of the activity.</p>	<p>DRAMA CARD 2 Yes = 1, Sort Of = 0.5, No = 0</p> <p>Our performance showed:</p> <p><input type="checkbox"/> careful listening to others.</p> <p><input type="checkbox"/> compromise.</p> <p><input type="checkbox"/> reacting reasonably to the situation.</p> <p><input type="checkbox"/> appropriate acceptance of responsibility.</p> <p><input type="checkbox"/> fairness.</p> <p><input type="checkbox"/> TOTAL</p>
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<p>DRAMA CARD 3</p> <p>SCENE: School Hanging Out With Friends</p> <p>CONFLICT: Your friend has said something unkind to you.</p>	<p>DRAMA CARD 3 Yes = 1, Sort Of = 0.5, No = 0</p> <p>Our performance showed:</p> <p><input type="checkbox"/> careful listening to others.</p> <p><input type="checkbox"/> compromise.</p> <p><input type="checkbox"/> reacting reasonably to the situation.</p> <p><input type="checkbox"/> appropriate acceptance of responsibility.</p> <p><input type="checkbox"/> fairness.</p> <p><input type="checkbox"/> TOTAL</p>
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<p>If my peers assessment was 2.5 to 3.5:</p> <ul style="list-style-type: none"> • I am developing. • I am developing my understanding of this skill. • I have an adequate level of this skill. • I sometime need support. 	<p>If my peers assessment was 3.5 to 4.5:</p> <ul style="list-style-type: none"> • I am achieving. • I thoroughly understand this skill. • I have a high level of this skill. • I can apply this in most situations. 	<p>If my peers assessment was 4.5 to 5.0:</p> <ul style="list-style-type: none"> • I am excelling. • I have a deep understanding of this skill. • I am exceptional at this skill. • I readily apply this in new situations.
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SUMMATIVE ASSESSMENT 6

**READING ALOUD WITH
FLUENCY TO AN AUDIENCE**

Understanding each other helps us to build healthy relationships.

You will read your original fable aloud to an audience of your parents and the Year 1 class of the child which you wrote about. Your teacher will listen to assess you by using our Reading Fluency Bookmark below.

Reading Fluency Bookmark

Name: _____ Date: _____

Title:

READING ★ FLUENCY

STRATEGY SPEED

- I am reading at my normal speed.
- I avoid mistakes by not reading too fast.
- I follow ideas easily by not reading too slow.
- I speed up within phrases and I slow down between phrases.
- I read faster when the text is easy and I read slower when the text is hard.
- I read slow and steady.

STRATEGY ACCURACY

- I try to read every word.
- I pronounce words clearly and completely.
- I practice unfamiliar words.
- I break hard words into easy pieces.
- I correct words I miss if they're important.
- If I stumble on a word, I go back to the beginning of the sentence.

READING ★ STRATEGIES

STRATEGY PHRASING

I break language into meaningful parts and understand to follow predictable patterns. For example, I understand and apply that phrases:

- Start with little words and end with big ones.
- Are 3-6 words long, occasionally one or two, very rarely 7 or more.
- Follow the grammar of the sentence and are read as a unit.
- Are separated from each other by a tiny "space", but not a pause.

STRATEGY EXPRESSION

- I make it sound like someone's reading to me.
- I read with feeling.
- I make my voice match the meaning.
- I follow the punctuation.
- I emphasise important moments.
- My expression works even when I read silently.

READING ★ STRATEGIES

Your level of Reading Fluency at this stage from reading your original fable aloud to an audience is:

- 1 Beginning
- 2 Developing
- 3 Achieving
- 4 Excelling

★ READING ASSESSMENT